

## **GOLD HILL ELEMENTARY**

1000 Dave Gibson Blvd.  
Fort Mill, SC 29708

**GRADES** PK-5 Elementary School

**ENROLLMENT** 588 Students

**PRINCIPAL** Mrs. Terry Brewer 803-548-8250

**SUPERINTENDENT** Mr. TEC Dowling 803-548-2527

**BOARD CHAIR** Chantay F. Boulter 803-547-2034

## **THE STATE OF SOUTH CAROLINA**

### **ANNUAL SCHOOL REPORT CARD**

# 2004

#### **ABSOLUTE RATING:**

**EXCELLENT**

Absolute Ratings of Elementary Schools with Students like Ours

**Excellent**

**Good**

**Average**

**Below Average**

**Unsatisfactory**

6

0

0

0

0

#### **IMPROVEMENT RATING:**

**GOOD**

#### **ADEQUATE YEARLY PROGRESS:**

**YES**

This school met 9 out of 9 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Excellent	Good	N/A
<b>2002</b>	Excellent	Good	N/A
<b>2003</b>	Excellent	Good	Yes
<b>2004</b>	Excellent	Good	Yes

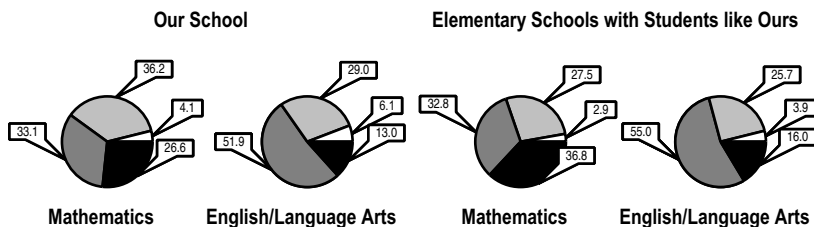
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

59.1%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	313	100.0	6.1	29.0	51.9	13.0	76.8	Yes	Yes
<b>Gender</b>									
Male	160	100.0	6.8	33.1	48.6	11.5	74.3		
Female	153	100.0	5.5	24.8	55.2	14.5	79.3		
<b>Racial/Ethnic Group</b>									
White	291	100.0	5.8	28.8	52.2	13.1	77.7	Yes	Yes
African-American	11	100.0	10.0	30.0	60.0	0.0	60.0	I/S	I/S
Asian/Pacific Islanders	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	282	100.0	4.2	28.5	53.6	13.7	79.5		
Disabled	31	100.0	23.3	33.3	36.7	6.7	53.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	313	100.0	6.1	29.0	51.9	13.0	76.8		
<b>English Proficiency</b>									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	310	100.0	6.2	28.9	51.9	13.1	77.0		
<b>Socio-Economic Status</b>									
Subsidized meals	16	100.0	6.3	62.5	31.3	0.0	56.3	I/S	I/S
Full-pay meals	297	100.0	6.1	27.1	53.1	13.7	78.0		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	313	100.0	4.1	36.2	33.1	26.6	77.1	Yes	Yes
<b>Gender</b>									
Male	160	100.0	3.4	33.1	33.8	29.7	79.7		
Female	153	100.0	4.8	39.3	32.4	23.4	74.5		
<b>Racial/Ethnic Group</b>									
White	291	100.0	4.0	34.3	33.9	27.7	78.1	Yes	Yes
African-American	11	100.0	10.0	90.0	0.0	0.0	40.0	I/S	I/S
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	282	100.0	3.0	35.7	33.1	28.1	79.1		
Disabled	31	100.0	13.3	40.0	33.3	13.3	60.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	313	100.0	4.1	36.2	33.1	26.6	77.1		
<b>English Proficiency</b>									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	310	100.0	4.1	36.4	32.6	26.8	77.0		
<b>Socio-Economic Status</b>									
Subsidized meals	16	100.0	12.5	56.3	25.0	6.3	50.0	I/S	I/S
Full-pay meals	297	100.0	3.6	35.0	33.6	27.8	78.7		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	93	98.9	2.2	15.7	56.2	25.8	82.0
	<b>Grade 4</b>	101	98.0	11.8	36.6	47.3	4.3	51.6
	<b>Grade 5</b>	104	100.0	4.0	54.0	40.0	2.0	42.0
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	90	100.0	3.4	12.4	53.9	30.3	84.3
	<b>Grade 4</b>	111	100.0	2.7	36.0	53.2	8.1	61.3
	<b>Grade 5</b>	112	100.0	11.7	33.3	51.4	3.6	55.0
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	93	98.9	N/A	37.1	25.8	37.1	62.9
	<b>Grade 4</b>	101	98.0	1.1	38.7	29.0	31.2	60.2
	<b>Grade 5</b>	104	100.0	13.0	39.0	26.0	22.0	48.0
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	90	100.0	N/A	40.4	31.5	28.1	59.6
	<b>Grade 4</b>	111	100.0	2.7	27.9	38.7	30.6	69.4
	<b>Grade 5</b>	112	100.0	9.0	39.6	29.7	21.6	51.4
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 588)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	1.3%	Down from 2.1%	0.8%	2.7%
Attendance rate	97.0%	Up from 96.3%	97.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.2%		0.0%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.6%		0.0%	3.5%
Eligible for gifted and talented	35.4%	Up from 34.5%	49.0%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	3.4%	Up from 3.0%	4.8%	8.2%
Older than usual for grade	0.5%	No change	0.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 42)				
Teachers with advanced degrees	54.8%	Down from 59.0%	66.4%	51.4%
Continuing contract teachers	92.9%	Up from 84.6%	92.6%	87.5%
Highly qualified teachers**	100.0%	N/A	97.9%	95.0%
Teachers with emergency or provisional certificates	2.6%		0.0%	0.0%
Teachers returning from previous year	69.1%	Down from 70.7%	91.1%	86.7%
Teacher attendance rate	96.4%	Down from 96.7%	96.1%	94.9%
Average teacher salary	\$43,917	Up 2.9%	\$44,215	\$40,760
Prof. development days/teacher	10.4 days	Down from 11.0 days	10.6 days	12.4 days

School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	17.4 to 1	Down from 17.6 to 1	21.2 to 1	18.9 to 1
Prime instructional time	92.3%	Up from 91.3%	92.2%	90.0%
Dollars spent per pupil*	\$6,287	Down 1.7%	\$6,279	\$6,044
Percent of expenditures for teacher salaries*	70.2%	Up from 69.6%	68.1%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Excellent	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.2%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Gold Hill Elementary School is a K-5 school serving a growing population currently consisting of 623 students. Gold Hill Elementary is fully accredited by the Southern Association of Colleges and Schools and maintains an "All Clear" status from the State Department of Education. For the third year in a row, the school earned the Palmetto Gold Award. This awards program, established by the Education Accountability Act, recognizes the schools with the highest levels of student academic achievement and the fastest rates of improvement. The award was won through the efforts, dedication, and hard work of the school's administrators, faculty, staff, students, parents, and community with the support of the district administration and Board of Trustees.

The mission of GHES is to be a learning-centered school committed to academic success for all students, maximizing their potential as life-long learners, and enabling them to become contributing members of society.

This has been a productive year. Some accomplishments are listed below.

An outdoor learning center and quilt garden was created with the help of Norma Bradley, an Artist-in-Residence, and Alexa Spratt, our art teacher. The garden area was planned using symbolism representing the history of our community. PTA support, grants, community and business donations sponsored this project.

A Character Education Program promoting a positive school learning environment was implemented.

100% of our classes participated in service learning activities which included such projects as Jump Rope for Heart, collecting pop top tabs for the Ronald McDonald House, sponsoring Muscular Dystrophy research, "Heart of Love" Scholastic Books Classrooms Who Care Program, a food drive for the Fort Mill Care Center, postcards for soldiers in Iraq, Easter cards for shut-ins, holiday cards for the Children's Hospital, and shoeboxes for Operation Christmas Child.

A musical production and dinner theater featuring our Chorus Club, performing "The Return of the Glass Slipper," received rave reviews.

Steve Swinburne, a nationally recognized children's author, visited our school.

Remodeling and renovation work completed in July provided 18 new classroom spaces, an expanded Media Center and cafeteria facilities, and a new playground.

Our priorities remain constant: safety, improved student academic achievement, character education, and parent and community involvement.

Terry Brewer, Principal

Linda Honeycutt, School Improvement Council Chairman

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	42	103	89
Percent satisfied with learning environment	100.0%	88.3%	91.0%
Percent satisfied with social and physical environment	95.2%	87.1%	92.1%
Percent satisfied with home-school relations	100.0%	91.1%	87.6%

\*Only students at the highest elementary school grade level at this school and their parents were included.